



Literary Response and Analysis

7 questions	18 questions	20 questions	12 questions	15 questions	1 question
Word Analysis, Fluency, and Systematic Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Writing Strategies	Written and Oral English Language Conventions	Writing Applications

These are the 12 CASHEE Literary Response and Analysis Standards.

There are 20 multiple-choice questions that measure these standards. Literary response and analysis involves several skills, so this section of the Study Guide discusses some strategies that can help you succeed.

You will be asked to read and understand stories, poems, plays, and essays. You should also be familiar with common literary devices and figurative language, especially the types found in poetry. The passages often deal with themes also present in other subjects such as social studies. The test questions, all multiple-choice, ask you to identify character traits, conflicts and relationships, and analyze patterns and themes.

These passages and questions are from a previous version of the CAHSEE. Read each passage and answer each question. After each question, a strategy is provided to help you understand and practice your literary response and analysis skills.

10RL3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). [2 questions]

10RL3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. [2 questions]

10RL3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. [2 questions]

10RL3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. [2 questions]

10RL3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). [2 questions]

10RL3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. [2 questions]

10RL3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. [2 questions]

10RL3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. [2 questions]

10RL3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. [1 question]

8RL3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach) [Standards 8RL3.7 or 10RL3.11 or 10RL3.12 will be rotated for a total of 3 questions per test form.]

10RL3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) [Standards 8RL3.7 or 10RL3.11 or 10RL3.12 will be rotated for a total of 3 questions per test form.]

10RL3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) [Standards 8RL3.7 or 10RL3.11 or 10RL3.12 will be rotated for a total of 3 questions per test form.]

Read this passage from a previous CAHSEE administration and the discussion and questions that follow.

The Pendulum Swings



- 1 Of all the days to forget to set the alarm! Running to catch the bus and trying to gather everything she needed for school had left her feeling very frazzled. Sheri felt rushed as she began her science test.
- 2 As Sheri left the room, a pounding headache reminded her that she was certain that the test had not gone well. How could it have? Not a moment all morning to relax. No time to review. No time to remind herself how well prepared she was. All because she forgot to set her clock for the first time since she had started attending school! “No one to blame but myself,” she lamented.
- 3 That afternoon, she left school to go to work. She had been working at Beckman’s for two years, three afternoons a week. Finishing up for the night, Mrs. Beckman called her into the main office. “Sheri,” she said, “you have been a great worker, and we really appreciate all that you have done, but business has been slow. We have to let you go. I’ll happily give you a recommendation for another job.”
- 4 Sheri was shocked. She left the office in a daze. As she walked slowly towards her aunt’s house, Sheri tried to think about the new hair style her aunt had promised her. When she arrived at the house, Sheri handed her aunt the magazine clipping that showed the cut and color she wanted, leaned back in the chair, and relaxed for the first time all day.
- 5 “Well, you’re done. What do you think?” her aunt asked about an hour later.
- 6 Sheri slowly rotated her chair towards the mirror, very excited. What she saw left her speechless. It was absolutely nothing like the picture! How could she possibly go to school again? She thanked her aunt and left, feeling dejected.
- 7 The next day, she arrived at school early. She had set her alarm to make sure that she didn’t repeat her experience of the day before. Putting her things in her locker, she was approached by Ms. Drolick, the teacher who had given the test the day before.

- 8 “I know, Ms. Drolick, I did very poorly on the test. It’s just that I forgot . . .”
- 9 “What are you talking about? Sheri, you did a great job! Best score I’ve ever seen!”
- Ms. Drolick said. “What I wanted to ask you is if you would be interested in working a few days a week after school as a lab assistant. I need some help organizing and labeling all the materials.”
- 10 Sheri accepted. Not only would it be more interesting than working at Beckman’s, but she would also earn more money!
- 11 “Sheri!” she heard as the rest of the students began to enter the building. “Where did you get your hair done?” She was so happy about her test and new job that she had momentarily forgotten about her hair. She was instantly mortified.
- 12 “Wow! You look amazing! That is soooo cool!” she was told. She couldn’t believe her ears. Everyone absolutely loved her hair!
- 13 What a couple of days it had been! Walking home, she smiled as the radio of a passing car blared the song “What a Difference a Day Makes!”

03C

L103C001

Sample CAHSEE question**This passage is an example of what literary genre?**

- A fiction
- B drama
- C essay
- D autobiography

Strategy

Make sure that you know the characteristics of various literary genres. Dramas are always written in the form of plays with a list of characters, the setting, and identifications of each speaker. Essays are short compositions on a particular subject or theme. Autobiographies are accounts of a person's life told by that person. This passage tells a story, most likely a made-up story. Even though what is being told might happen in real life, the passage mainly intends to entertain by telling a story.

L103C004

Sample CAHSEE question**Which sentence BEST states the main theme of the passage?**

- A Life is full of uncertainty.
- B Things are not always as bad as they seem.
- C Time lost is never found.
- D True happiness is not found in material things.

Strategy

Make sure you understand what the question is asking. The question asks about theme. Think of plot as *what* happens, and think of theme as *why* the author is making certain events happen. What is the point the author is trying to make? The theme is a dominant idea running throughout a passage. Also, pay attention to key words such as *best*. Although all four options are themes, some options do not pertain to the passage. In the passage, all these “disasters” turned out well, pointing to only one clear correct answer.

Read this passage from a previous CAHSEE administration and the discussion and questions that follow.

The School Garden

Cast:

MR. EMERSON, teacher

Students in his class

(Setting: Desert Sky High School, MR. EMERSON's English class)

MR. EMERSON: *(As he finishes taking attendance.)* Vargas, Warner, and Zuniga. Everyone's here today. That's great, because I have good news! Remember that "Keep America Beautiful" essay contest we entered a few weeks ago that was sponsored by Lakeside Nursery?

(Class murmurs, acknowledging this.)

MR. EMERSON: We had an entry that came in first place. Raymond won with his essay on recycling! According to the judges, you *all* did very well, and they said it was a tough contest to judge. I'm really proud of you all!

SARAH: So, Mr. Emerson, what exactly did Raymond win?

MR. EMERSON: Well, since it was someone from *our* class, we will be able to select plants from Lakeside Nursery and plant them on the school grounds.

(The class groans.)

SARAH: *That's* the prize? Plants for the school?

MR. EMERSON: Hey! Think about it. This will be great. We can find a little spot on the school grounds, fix it up with some colorful plants, and we can go there on nice afternoons and read or write in our journals. Plus, it will make the school look nicer. Everyone will enjoy it.

NATHAN: So, you're saying that we can attend class *outside*?

MR. EMERSON: Sure! I think it would be nice to hold class outdoors now and then.

(Class begins to show approval.)

HECTOR: Way to go, Raymond!

RENE: Yeah, I could use some fresh air about this time of day.

ALEX: So could I. But I had some place in mind other than the school grounds. Maybe the skate park!

MR. EMERSON: *(Laughing.)* Sorry, not an option, Alex. We're talking about creating a garden, which brings me to my next question: What kind of garden would you like to create?

JEN: A rose garden.

MR. EMERSON: Rose gardens are nice. Yes, Carolina?

CAROLINA: Last week in Mrs. Villareal's biology class we had a botanist come as a guest speaker.

KARL: A whatanist?

CAROLINA: A botanist. A scientist who studies plants. Anyway, she said that Xeriscaping¹ is a smart way to garden in this desert area.

KARL: Now you're *really* confusing me! What's Xeriscaping?

MAX: Oh, I know! In our area, that's when you use indigenous plants in your garden.

KARL: (*Rolling his eyes.*) Why is it that people always use a complicated word when they're defining another complicated word?

MR. EMERSON: Can anyone help Karl and tell him what indigenous means?

MACY: (*Thumbing through her dictionary.*) It says here: "existing, growing, or produced naturally in a region or country."

MR. EMERSON: Good job, Macy! That's a dictionary point for you. (*Addressing class.*) Why do you think it's a smart way to garden? (*Pauses.*) Yes, Jennifer?

JENNIFER: Well, I think indigenous plants would require less watering, and that would save the school time and money.

MR. EMERSON: Good point. In fact, Xeriscaping means growing plants with little water. Anything else?

JAMAL: If it grows in this region anyway, then it probably would be something that would be compatible with the soil, right?

MR. EMERSON: Makes sense. Anyone else?

JESSIE: It would probably need less maintenance than something that grows in another region.

MR. EMERSON: Very good! I like the idea of Xeriscaping, but I'm also open for other ideas. Anyone?

(*No one responds.*)

MR. EMERSON: Okay, then give me a show of hands. Who wants to have a Xeriscape garden?

(*Most of the students raise their hands.*)

MR. EMERSON: Okay then, a Xeriscape garden it is. (*Looks at the clock on the wall.*) Now, with the time we have left, why don't we go outside and find a spot for our new garden? (*The class exits excitedly.*)

¹ Pronounced ZER-i-scaping

L103A003

Sample CAHSEE question**Where does the drama take place?**

- A in an auditorium
- B in a skate park
- C outside a school building
- D in a classroom

Strategy

Remember that in a drama, directly below the list of characters is the setting. Questions that ask where the action takes place are asking about setting. To answer this question correctly, you only need to look back at the beginning of the drama.

L103A004

Sample CAHSEE question**How does the students' attitude about the garden change during the play?**

- A from hopeful to disappointed
- B from unenthusiastic to supportive
- C from worried to confident
- D from approving to disapproving

Strategy

You can easily eliminate options that end in negative adjectives because the stage instructions tell that at the end of the play “the class exits excitedly.” You know that the students were not worried about winning the plants; they just were not excited at first. By eliminating incorrect options, you can find the correct answer.

For more practice on these types of questions, go to the Released Test Questions at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

In the last three chapters, we have addressed the differences between fiction, biography, articles, and essays; asked you to read selections carefully for context clues, details, and evidence; encouraged you to use your common sense; given you some techniques for figuring out theme and main idea; and discussed tone.

One more tip. Reading—reading every day—will help you become a better reader. Reading and discussing what you read will help even more.